

Appendix B

WSU Teacher Education Sample Assignments/Assessments (referred to in #3 in narrative)

Rubric for the Assessment of Positive Impact on Student Learning Assignment in Student Teaching/Internship Standard V: 5.1 A,B,C; 5.2 A,B,C,D; 5.3A,B,C,D;5.4 A,B,C

Criterion	1 Unmet	2 Minimally Proficient	3 Proficient	4 Excellent
1. Instructional Planning*	The instructional plan(s) is not aligned with standards, or Does not include effective practices, or Does not foster critical thinking, and/or Shows little understanding of students' knowledge, culture, or experience	The instructional plan is aligned with standards, Includes basic effective practices Includes components of critical thinking, Knowledge of the culture, or experiences of students is incorporated into the learning activity(ies) and Planning for student learning is clearly the teacher's focus	The instructional plan [or unit] is aligned with standards Includes a variety of effective practices Creatively fosters critical thinking Incorporates students' culture, knowledge, or experiences in the learning activity(ies) in a multidimensional and creative manner and Planning for student learning is clearly the teacher's focus with student voice considered	The instructional plan [or unit] is aligned with standards and is interdisciplinary in nature Includes a variety/scope of effective practices Creatively fosters critical thinking through in-depth learning activities with added scaffolding procedures Incorporates students' culture, knowledge, or experiences in the learning activity(ies) in a multidimensional and creative manner and Planning for student learning is clearly the teacher's focus with evidence that students are given responsibility for defining and designing learning with student voice included
2. Appropriateness of content and instruction (age, etc.)	EALRs/Standards and GLEs are not at appropriate grade level or not specified or Instruction is not aligned with targets identified	EALR/Standards and GLEs are at grade level. Instructional strategies and materials are aligned with the targets and are developmentally appropriate for the students Adaptations included but at a general level	EALRs/Standards and GLEs are at grade level. Instructional strategies and materials are creative and highly interesting and are developmentally appropriate Adaptations meet needs of most students	EALRs/standards and GLEs are at grade level Instructional strategies and materials are creative and highly interesting and are developmentally appropriate and are designed for differentiation Adaptations meet needs of all students in creative and effective ways
3. Assessment strategies	No evidence of appropriate pre/post assessment or ongoing assessment	Evidence of basic pre/post assessment and minimal ongoing assessment conducted Minimal data collected General evidence of impact on instructional decisions	Evidence of pre/post assessment and substantial ongoing assessment conducted Multiple sets of data collected Clear and very specific evidence of impact on instructional decisions	Extensive evidence of multimodal pre/post assessment and substantial ongoing assessment conducted Multiple sets of data collected In-depth and specific evidence of impact on instructional decisions with rationales for why the decisions were made Additional creative and differentiated

4. Evidence of student learning (Student-Based Evidence) and Student Communication/Voice	Evidence based on non-student data (teacher performance) or Evidence not based on the whole range of student data Assessment evidence doesn't demonstrate student learning No evidence on student communication/voice ¹	At least three pieces of student-based evidence (e.g., pre and post) of learning Clearly aligned with instructional plan and Student-based evidence demonstrates targets met Three pieces of evidence of student communication/voice ¹	More than three pieces of student-based evidence (e.g., pre and post) of learning Clearly aligned with instructional plan and Student-based evidence demonstrates through multiple avenues that the targets were met Collected additional student work and assessment information throughout the lesson that substantiates the student learning at a deeper level More than three pieces of evidence of student communication/voice ¹ collected, analyzed, and linked to instructional changes	assessments including student voice A wide variety of student-based evidence (e.g., pre and post) collected that demonstrates learning Clearly aligned with instructional plan and Evidence demonstrates through multiple avenues that the targets were met Wide variety of data collected over time using multiple learning and assessment modes that substantiate the student learning at a deeper level Multiple, creative, and broad range of student communication/voice ¹ evidence collected, analyzed, and used to inform and personalize instruction
5. Written Reflection	Makes general statements about student learning Cites examples that do not clearly support identified student learning Fails to draw conclusions about impact on future teaching or conclusions are not based on evidence	Identifies specific learning outcomes for the range of student work analyzed Supports each outcome with specific examples from the student work. Draws conclusions about future lessons, assessment, or practices based on this evidence, observations, and own knowledge base about teaching	Identifies specific learning outcomes for the range of student work analyzed Supports each outcome with a wide range of specific examples from the student work Draws in-depth and thoughtful conclusions about future lessons, assessment, or practices based on this evidence, observations, and own knowledge base about teaching, with examples Cites theories and/or research-based practices in analyzing and supporting decisions about future teaching and assessment	Identifies specific learning outcomes for the range of student work analyzed Supports each outcome with a wide range of specific examples using multiple methods from the student work Draws in-depth, creative, and thoughtful conclusions about future lessons, assessment, or practices based on this evidence, observations, and own knowledge base about teaching, with numerous examples that show an innovative connection to student learning Cites theories and/or research-based practices in analyzing and supporting decisions about future teaching and assessment, providing a rationale for citing these practices, and Poses critical questions as well as alternative explanations and possibilities for the impact of teaching and assessment in the larger socio-cultural context
6. Diversity	No evidence to show that individual student needs in lesson planning, instruction, or assessment were addressed No evidence of ability to	Basic, concrete evidence of addressing student needs in lesson planning, instruction or assessment is present Evidence of ability to identify	A wide range of evidence of addressing student needs in lesson planning, instruction or assessment is present Evidence of ability to identify a	Extensive and creative range of evidence of addressing student needs in lesson planning, instruction or assessment is present Evidence of ability to identify all of

	identify range of diversity in classroom	more than one aspect of diversity in classroom (cultural, racial, linguistic, SES, gender, ability [social, academic], sexual orientation, learning preferences, religion, and background [academic, family, language]	wide range of diversity in classroom (cultural, racial, linguistic, SES, gender, ability [social, academic], sexual orientation, learning preferences, religion, and background [academic, family, language] Additional instructional components included that specifically address the diversity in the classroom.	the diversity in classroom (cultural, racial, linguistic, SES, gender, ability [social, academic], sexual orientation, learning preferences, religion, and background [academic, family, language] and how it may impact learning Multiple and creative instructional components included that specifically address the diversity in the classroom in innovative ways Extensive evidence of individual student needs in planning, instruction and assessment in multiple, creative, appropriate ways
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Note:

Student-Based Evidence and Communication/Voice #4: As appropriate to the lessons/unit, evidence should include P-12 students' communication about: a) their knowledge of the learning targets and their progress toward them, b) their knowledge about the support and resources that can be accessed to help them achieve the learning targets, c) the thinking strategies they used to achieve the learning targets, d) their performance and personal learning goals (based on assessments), e) their knowledge of the relationship between the assessment and the learning targets, f) their use of a variety of learning strategies and the effectiveness of their choice, g) their knowledge of effective use of technology and how it enhanced learning, h) the development and maintenance of a learning community, and, i) how the learning from a series of lessons connects with communities within and outside of the school. (Standard V).

Classroom Management Plan Rubric
Standard V: 5.2 A,B,C; 5.3A,B,C,D;5.4 A,B,C

Criteria	1 Not met basic criteria	2 Met basic criteria	3 Exceeds basic criteria	4 Excels
<u>I. Philosophy Statement</u> Plan identifies an overall philosophy of classroom management that describes guiding principles designed to create an engaging, supportive learning environment such as: <ul style="list-style-type: none"> • authentic and relevant content instruction and management based on theory and research • classroom community built on positive relationships • shared responsibility for learning and community well-being • describes how the teacher will provide a safe and respectful learning environment 	Plan does not identify overall philosophy; OR guiding principles not discussed; OR erroneous/inaccurate information cited.	Plan identifies overall philosophy and at least two guiding principles. Adequate details included to support philosophy and principles.	Plan identifies overall philosophy and three or more guiding principles and addresses a wide range of creative, engaging, and supportive learning environments.	Plan identifies overall philosophy and four or more guiding principles and addresses a wide range of creative, engaging supportive learning environments In addition, the plan elaborates on the principles and environments, includes comprehensive descriptions, well integrated ideas, and connects philosophy and principles in a seamless, cohesive description.

<p>2. Classroom Community Plan identifies specific, proactive, preventative strategies such as:</p> <ul style="list-style-type: none"> • building capacity for a democratic classroom • developing a classroom community based on culturally responsive teaching • involving students in creating classroom norms and behavioral expectations • establishing a trusting respectful relationships that promote acceptance of diversity 	<p>Plan does not identify specific, proactive and/or preventative strategies; OR plan identifies erroneous, inaccurate, or highly simplistic strategies.</p>	<p>Plan identifies at least 3 specific, proactive, preventative strategies described in a clear manner. Limited details included or with a focus that is primarily one-dimensional. Plan identifies how student-based evidence and communication will be gathered regarding students' ability to: communicate the development and maintenance of a learning community.</p>	<p>Plan identifies more than 3 specific, proactive, preventative strategies with in-depth, multidimensional descriptions. Plan includes multiple strategies for gathering student-based evidence and communication regarding students' ability to: communicate the development and maintenance of a learning community.</p>	<p>Plan identifies a broad range of specific, proactive, preventative strategies with in-depth, multidimensional descriptions. Evidence of a deep understanding of management strategies in the description and elaboration of strategies. Plan includes multiple creative and innovative strategies for gathering student-based evidence and communication regarding students' ability to: communicate the development and maintenance of a learning community.</p>
<p>3. Motivation Plan identifies strategies for effectively motivating students from diverse cultural, linguistic, class, and dis/ability backgrounds, including general motivational strategies as well as strategies to motivate challenging students.</p>	<p>Plan does not identify strategies for effectively motivating students from diverse backgrounds; OR plan does not identify general motivational strategies; OR plan does not identify motivational strategies for challenging students; OR plan includes inaccurate information; Or strategies are not likely to enhance motivation.</p>	<p>Plan identifies at least 2 strategies each for: effectively motivating students from diverse backgrounds, general motivational strategies, and motivational strategies for challenging students. Strategies are accurate but with relatively basic descriptions.</p>	<p>Plan identifies multiple strategies (3 or more) in each area for effectively motivating students from diverse backgrounds, general motivational strategies, and motivational strategies for challenging students. Plan includes deep descriptions that go beyond basics and elaborate on the motivational aspects of each strategy.</p>	<p>Plan identifies multiple strategies in each area for effectively motivating students from diverse backgrounds, general motivational strategies, and motivational strategies to for challenging students. Plan includes deep descriptions that go beyond basics and elaborate on the motivational aspects of each strategy and include connections to theory/research.</p>
<p>4. Student-Centered Management Plan identifies specific strategies and skills for teaching students to become self-managers such as:</p> <ul style="list-style-type: none"> • instructional routines and procedures • accessibility to learning resources as a result of effective classroom arrangements • development of class norms (with students) to set clear expectations • class meetings • conflict resolution • social/group skills curriculum • self-monitoring behavior 	<p>Plan does not identify specific strategies and skills for teaching students to become self-managers; OR identifies strategies that would be ineffective; Or strategies are inaccurate; Or strategies are not likely to promote student-centered management.</p>	<p>Plan identifies at least 2 strategies and skills for teaching students to become self-managers and communicate their understanding of the development and maintenance of a learning community. Strategies are described clearly but are explained in relatively simplistic terms.</p>	<p>Plan identifies at least 3 or more strategies and skills for teaching students to become self-managers and communicate their understanding of the development and maintenance of a learning community. Strategies are described in depth, with multidimensional elaborations and explanations to support the strategies.</p>	<p>Plan identifies 4 or more strategies and skills for teaching students to become self-managers and communicate their understanding of the development and maintenance of a learning community. Strategies are described in depth, with multidimensional elaborations and explanations to support the strategies. The elaborations show connections to theory/research, and are highly creative and engaging.</p>

5. Challenging Behavior Plan identifies specific strategies for addressing a wide range of behaviors which diverge from typical classroom expectations such as: <ul style="list-style-type: none"> • use of challenging behavior as an opportunity for teaching and learning • systematic data collection • development of individual behavior plans • awareness of available resources • knowledge of school and district policies and procedures 	Plan does not identify specific strategies for addressing a wide range of behaviors that diverge from typical classroom expectations; OR plan identifies strategies that are ineffective, inaccurate, or not likely to promote positive behavior.	Plan identifies at least 3 specific strategies for addressing a wide range of behaviors that diverge from typical classroom expectations. Strategies are described clearly but are explained in relatively simplistic terms. Attention to systematic data collection is evident.	Plan identifies four or more specific strategies for addressing a wide range of behaviors that diverge from typical classroom expectations. Strategies are described in detail and are explained in depth. Examples of systematic data collection systems, or individual behavior plans are provided.	Plan identifies five or more specific strategies for addressing a wide range of behaviors that diverge from typical classroom expectations. Strategies are described in-depth and are explained with elaboration. Multiple examples of systematic data collection systems, or individual behavior plans are provided, or resources, or positive behavior supports are provided and described in detail.
6. Written Communication Plan is communicated in an articulate, organized, and clear manner and is expressed with writing mechanics that are appropriate to the format.	Plan is not communicated in an articulate, organized or clear manner. OR plan includes writing mechanics errors; OR plan is described in an inappropriate writing format.	Plan is communicated in an articulate, organized and clear manner and is expressed with writing mechanics that are appropriate to the format.	Plan is communicated in an articulate, organized and clear manner and is expressed with writing mechanics that are appropriate to the format. Evidence of high quality writing demonstrated.	Plan is communicated in a highly articulate, organized and clear manner and is expressed with writing mechanics that are appropriate to the format. Evidence of high quality writing demonstrated. Evidence of creative expression, as appropriate to the topic, is demonstrated.

Integrated Unit Plan Rubric
Standard V: 5.1 A,B,C; 5.2 A,B,C,D; 5.3A,B,C,D;5.4 A,B,C

Components	Unmet 1	Minimally Proficient 2	Proficient 3	Excels 4
Pre-Planning (Rationale/ Goals of Unit)	<ul style="list-style-type: none"> • No rationale (reason) or unclear rationale for unit provided, or • Goals for unit are absent 	<ul style="list-style-type: none"> • Rationale present • Simplistic explanation of reason for unit • Goals limited to a single statement of unit purpose for teacher, lacking in purpose for student 	<ul style="list-style-type: none"> • Rationale present • Detailed and clear, coherent statements regarding unit selection and importance to learners • Goal (purpose) statements logically emerge from rationale 	<ul style="list-style-type: none"> • Rationale present • In-depth , clear, coherent statements regarding unit selection, design, and research base that informs it • Goal statements logically emerge from rationale • Demonstrates how consideration of the purpose of the unit for both teacher and learners
Content Knowledge (Concepts, Skills, Processes)	<ul style="list-style-type: none"> • Content identified is either inappropriate for grade/ conceptual level, inaccurate, or superficial in depth. 	<ul style="list-style-type: none"> • Content identified is appropriate for grade/ conceptual level, accurate, but limited in depth. 	<ul style="list-style-type: none"> • Content identified is appropriate for grade/ conceptual level, accurate and detailed • Content has depth and detail that connects it to content standards at levels that cause critical thinking to occur 	<ul style="list-style-type: none"> • Content identified is appropriate for grade/ conceptual level, accurate • Content has depth and detail that connects it to content standards at levels that cause critical and reflective thinking • Provides content connections across disciplines and outside the classroom setting
Planning (Learning targets,	<ul style="list-style-type: none"> • No evidence of alignment 	<ul style="list-style-type: none"> • Aligned with appropriate 	<ul style="list-style-type: none"> • Aligned with appropriate 	<ul style="list-style-type: none"> • Aligned with appropriate standards (state EALRs,

Scope and Sequence, learning target/ experience alignment)	<ul style="list-style-type: none"> with standards (state EALRs, GLEs or national) or alignment is inappropriate, or Plan is not realistic due to nature of students, or instructional time and resources, etc., or Components of plan are missing (e.g., learning targets, assessment approaches, or Plan is disorganized and lacks coherence 	<ul style="list-style-type: none"> standards (state EALRs, GLEs or national) Plan reflects realistic goals and targets related to students and instructional time, resources All components of plan are present and organized and sequenced appropriately 	<ul style="list-style-type: none"> standards (state EALRs, GLEs, or national) with additional targets for learning Planning shows logical progression of lessons, good resource and time management Components are described, with evidence of reflective thinking resulting in a cohesive and well thought out plan 	<ul style="list-style-type: none"> GLEs, or national) with additional creative and highly interesting targets for learning Planning shows logical progression of lessons, excellent resource and time management Plan has additional creative ways in which goals are to be accomplished (e.g., technology) Components are described in detail, with evidence of critical and reflective thinking, resulting in a cohesive, and well thought out plan that is original and creative
Individual Needs/Modifications (Universal Design/ Accommodations)	<ul style="list-style-type: none"> Does not utilize accessible instructional methods or cognitive supports for content and activities (teaching/learning for very few students), or Modifications or accommodations not included for learning differences, cultural, language, ethnic diversity, or other individual needs 	<ul style="list-style-type: none"> Demonstrates limited use of instructional methods and cognitive supports for some learners in content and activities (teaching/learning for some students) Modifications for at least one area of need described (learning, behavior, language, cultural context) 	<ul style="list-style-type: none"> Demonstrates use of instructional methods and cognitive supports for most learners in content and activities (teaching/learning for most students) Modifications for multiple individual needs are described in detail, especially for students whose needs are not met through lesson design. 	<ul style="list-style-type: none"> Demonstrates fully integrated use of instructional methods and cognitive supports for all learners in content and activities (teaching/ learning for all students) Modifications for multiple individual needs are described in detail Creativity evident in the modifications and interest level/motivation of students
Integration	<ul style="list-style-type: none"> No evidence of integration of reading, writing, math, science, aesthetic reasoning, or Integration is superficial 	<ul style="list-style-type: none"> Evidence of meaningful integration in appropriate areas (e.g., reading, math) present in the all of lesson plans Integration incorporated in learning targets in meaningful ways such as to move forward student thinking 	<ul style="list-style-type: none"> Evidence of meaningful integration of several appropriate areas present in the lesson plans Integration incorporated in learning targets and activities in meaningful, creative, and motivational ways such as to move forward student thinking 	<ul style="list-style-type: none"> Substantial and meaningful integration of several areas evident throughout plan/lessons Integration present in learning targets, assessment, and activities in meaningful, creative, and motivational ways; such as to move forward student thinking Integration seamlessly present in instruction, assessment, assignments
Assessment	<ul style="list-style-type: none"> Assessment not aligned with learning targets, or Assessment tools identified are inappropriate for assessing targets 	<ul style="list-style-type: none"> Assessment tools are aligned with learning targets Assessment tools are appropriate for assessing targets and provide information on student performance 	<ul style="list-style-type: none"> Assessment tools are aligned with targets and learning activities Assessment tools are appropriate, interesting, and creative Assessment tools are varied with multiple sources of information on student performance evident Addresses how data will be used to adjust instruction with 	<ul style="list-style-type: none"> Assessment tools are aligned with targets and learning activities Assessment tools are appropriate, interesting, and creative Assessment tools are varied with multiple sources of information on student performance Addresses in-depth how data will be used to adjust instruction

			some detail	
Student-Based Evidence and Communication	<ul style="list-style-type: none"> No evidence of strategies for gathering and analyzing student-based evidence; OR No evidence of strategies for gathering and analyzing student communication¹; OR No description of how the plan addresses personalized instruction 	<ul style="list-style-type: none"> Basic evidence of strategies for gathering and analyzing student-based evidence; and Basic evidence of strategies for gathering and analyzing student communication¹ Plan includes a basic description of how personalized instruction is provided. 	<ul style="list-style-type: none"> Detailed and appropriate evidence of strategies for gathering and analyzing student-based evidence; and Detailed and appropriate evidence of strategies for gathering and analyzing student communication¹ Plan includes a description of how personalized instruction is provided. 	<ul style="list-style-type: none"> Detailed and appropriate evidence of multiple strategies for gathering and analyzing student-based evidence; and Detailed and appropriate evidence of multiple strategies for gathering and analyzing student communication¹ Includes elaboration on each strategy, with an in-depth discussion of the benefits to instruction of the student-based evidence and an in-depth discussion of how the plan provides personalized instruction.
Reflection (Students asked to reflect on unit)	<ul style="list-style-type: none"> Unit shows no evidence of care during planning, thoughtful teaching approaches, or reflection during the creative process, or No understanding of relationships between learners, content knowledge and pedagogy is evident 	<ul style="list-style-type: none"> Unit shows limited evidence of careful planning, thoughtful teaching approaches, and reflection during the creative process Evidence of understanding of relationship between learners, content knowledge and pedagogy is evident 	<ul style="list-style-type: none"> Unit shows solid evidence of careful planning, thoughtful teaching approaches, and reflection during the creative process Detailed and clear evidence showing understanding of relationship between learners, content knowledge and pedagogy Evidence of reflective thinking prompting author to make changes in unit plan 	<ul style="list-style-type: none"> Unit shows strong and detailed evidence of careful planning, thoughtful teaching approaches, and reflection during the creative process Multiple examples of evidence showing understanding of relationship between learners, content knowledge and pedagogy evident, with reflective thinking prompting changes in unit plan Unit author anticipates learner reactions/responses and considers modifications of unit to adapt to those responses

Note for Student-Based Evidence and Communication row: Strategies for gathering and analyzing student communication need to address how the teacher will obtain student communication about their knowledge of: a) the learning targets and their progress toward them, b) the support and resources that can be accessed to help them achieve the learning targets, c) the thinking strategies used to achieve the learning targets, d) their performance and personal learning goals, e) the relationship between the assessment and the learning targets, f) a variety of learning strategies and the effectiveness of their choice, and g) how the learning from a series of lessons connects with communities within and outside of the school. (Standard V).

Technology Enhanced Lesson Plan

Standard V: 5.1 A,B,C; 5.2 A,B,C,D; 5.3A,B,C,D;5.4 A,B,C

In the Technology Enhanced Lesson Plan assignment/assessment students will demonstrate the following:

Criterion	1 = Unmet (required elements are not present)	2 = Minimally Proficient (required elements are present and receives a passing grade)	3 = Proficient (required elements are present with descriptions and details)	4 = Excels (required elements are present with descriptions, details, and examples)	Standard V PPA, NETS
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(1) Teacher Productivity and Technology Operations (NETS I and V) <ul style="list-style-type: none"> • applies introductory knowledge, skills, and understanding of concepts related to technology • creates teacher instructional products and student learning materials 	The lesson plan fails to demonstrate knowledge, skills, and understanding of concepts related to technology through the development of teacher instructional products and student learning materials.	The plan demonstrates minimal proficient knowledge, skills, and understanding of concepts related to technology through the development of teacher instructional products and student learning materials.	The plan demonstrates proficient knowledge, skills, and understanding of concepts related to technology through the development of teacher instructional products and student learning materials.	The plan demonstrates exemplary knowledge, skills, and understanding of concepts related to technology through the development of teacher instructional products and student learning materials.	Standard V: 5.2C and 5.2D NETS: I, and V
(2) Planning and Designing Learning (NETS II and VI) <ul style="list-style-type: none"> • understands developmentally appropriate environments (PPA 5H) • evaluates and manages technology tools and resources (PPA 5G) • identifies state content standards for learners (PPA 1A) 	The lesson plan and design fails to demonstrate developmentally appropriate learning experiences that illustrate understanding of identifying and managing technology tools and resources to enable learners to meet state content standards.	The lesson plan and design demonstrates minimally proficient developmentally appropriate learning experiences that illustrate understanding of identifying and managing technology tools and resources to enable learners to meet state content standards.	The lesson plan and design demonstrates proficient developmentally appropriate learning experiences that illustrate understanding of identifying and managing technology tools and resources to enable learners to meet state content standards.	The lesson plan and design demonstrates exemplary developmentally appropriate learning experiences that illustrate understanding of identifying and managing technology tools and resources to enable learners to meet state content standards.	Standard V: 5.2C and 5.2D PPA: 5H, 5G, 1A NETS: II and VI
(3) Methods and Strategies for Curriculum Integration (NETS II and III) <ul style="list-style-type: none"> • creates developmentally appropriate designed instructional teaching strategies (PPA 1C) • understands how learner-centered instruction promotes higher order learning skills and creativity (PPA 1B) • understands methods and strategies that support diverse learners (PPA 2B) 	Plan fails to identify instructional strategies that utilize appropriate technologies that supports: <ul style="list-style-type: none"> • learner-centered instruction that supports diverse learners, • higher order learning skills, • creativity, • and is developmentally appropriate. 	Plan demonstrates minimal proficiency in identifying instructional strategies that utilize appropriate technologies that supports: <ul style="list-style-type: none"> • learner-centered instruction that supports diverse learners, • higher order learning skills, • creativity, • and is developmentally appropriate. 	Plan demonstrates proficiency in identifying instructional strategies that utilize appropriate technologies that supports: <ul style="list-style-type: none"> • learner-centered instruction that supports diverse learners, • higher order learning skills, • creativity, • and is developmentally appropriate. 	Plan demonstrates exemplary proficiency in identifying instructional strategies that utilize appropriate technologies that supports: <ul style="list-style-type: none"> • learner-centered instruction that supports diverse learners, • higher order learning skills, • creativity, • and is developmentally appropriate. 	Standard V: 5.2B and 5.3A PPA: 1C, 1B, 2B NETS: II and III

<p>(4) Assessment and Evaluation (NETS IV)</p> <ul style="list-style-type: none"> • applies a variety of technology assessment techniques (PPA 4A) • evaluates student learning of subject matter (PPA 4B) • understands appropriate student use of technology resources for learning, communication, and productivity (PPA 5G) 	<p>Plan fails to demonstrate a variety of technology assessment techniques to evaluate student learning of subject matter and appropriate student use of technology resources for learning, communication, and productivity.</p>	<p>The lesson plan demonstrates a minimal variety of technology assessment techniques to evaluate student learning of subject matter and appropriate student use of technology resources for learning, communication, and productivity.</p>	<p>The lesson plan demonstrates a proficient variety of technology assessment techniques to evaluate student learning of subject matter and appropriate student use of technology resources for learning, communication, and productivity.</p>	<p>The lesson plan includes demonstrates an exemplary variety of technology assessment techniques to evaluate student learning of subject matter and appropriate student use of technology resources for learning, communication, and productivity.</p>	<p>Standard V: 5.1B</p> <p>PPA: 1C, 1B, and 2B</p> <p>NETS: IV</p>
<p>(5) Student-Based Evidence, Communication (Standard V: 5.2 C, D)</p> <ul style="list-style-type: none"> • influenced by multiple instructional strategies • informed by technology 	<p>Plan fails to address student-based evidence and communication.</p>	<p>The lesson plan includes a clear but basic strategy to gather student-based evidence and addresses how P-12 students will articulate how proper and efficient use of technology enhances learning.</p>	<p>The lesson plan includes multiple strategies to gather student-based evidence and addresses in some detail how P-12 students will articulate how proper and efficient use of technology enhances learning.</p>	<p>The lesson plan includes exemplary and varied strategies to gather a wide range of student-based evidence and addresses in detail and with creativity how P-12 students will articulate how proper and efficient use of technology enhances learning.</p>	<p>Standard V: 5.2 C, D</p>